







**KS1 Curriculum Overview Year A 2024-2025**



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Food Glorious food	Great Fire of London	G'day Mate	Marvellous Machines	Castles	Peak District Explorers
<b>Key Questions</b>	How can we have a healthy life?	What do we learn about life in London in 1666?	What is life like down under?	Why inventions are so important?	Why do we have castles? How have castles changed the UK?	Why is the Peak District significant in our lives?
<b>History / Geography</b>	Food, Glorious Food Food waste; food miles; packaging What's Cooking? Where Does Food Come From? Changes in shops and food, and shopping habits from 150 years ago to the present day linking to changes in transport affecting food availability	Great Fire of London Events beyond living memory that are significant nationally or globally	Comparison with a non-European country Australia Countries / 7 continents/ naming the 5 oceans  use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Marvellous Machines <b>Inventors- Significant people</b> Brunel / George Stephenson  William Caxton and Tim Berners-Lee  Events beyond living memory that are significant nationally or globally, e.g. the first aeroplane flight.	Castles 1066 Battle of Hastings, Bayeux Tapestry, and differences in jobs, clothing and homes.  Visit Lincoln Castle (Significant historical events, people and places in their own locality/region).	Peak District Explorers/Buxton Mapping skills Buxton Local environment Field work Aerial photos Walking tour of Buxton  Use aerial photographs and plan perspectives to recognise landmarks, basic human and physical features devise a simple map and key Use simple fieldwork and observational skills to study the geography of key human and physical features of the surrounding environment.
<b>Literacy</b>	RWI/phonics recipes food poems	RWI/phonics Diaries	RWI/phonics Atlases Stories from around the world	RWI/phonics	RWI/phonics	RWI/phonics
<b>Science</b>	<b><u>Animals, including humans</u></b> • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Healthy Foods  <b><u>Enquiry Type</u></b>  <b>Identifying, grouping and classifying</b>  Food groups 	<b><u>Everyday materials (Y1)</u></b> • What materials are made from • Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock, • Describe the simple physical properties of a variety of everyday materials. <b><u>Enquiry Type</u></b>  <b>Comparative/ fair testing</b>  Compare and group together a variety of everyday materials based on their simple prop 	<b><u>Animals, including humans</u></b> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  <b><u>Enquiry Type</u></b> <b>Spring 1 - Pattern Seeking</b> Does your sense of smell get better as you get older?   <b>Spring 2 – research</b>  Do all animals have the same senses as humans? 	<b><u>Plants (Y1)</u></b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants. • Identify and name the roots, trunk, branches and leaves of trees.  <b><u>Enquiry Type</u></b>  <b>Summer 1 – Observation over time</b>  How do plants change over time?   <b>Summer 2 – problem solving</b>  Create a new plant/ flower for a certain environment 		
<b>Art / Design and Technology</b>	<b><u>Explore and Draw</u></b> Introducing the idea that artists can be collectors and explorers as they develop drawing and composition skills.	<b><u>Moving Books</u></b>	<b><u>Expressive Painting</u></b> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life.	<b><u>Wheels and Axles</u></b>	<b><u>Be an Architect</u></b> Explore architecture and creating architectural models.	<b><u>Food Tech</u></b> A balanced diet
<b>RE</b>	1.4 What can we learn from sacred books? (DDS)  <b>Christians – Good News Natre U13</b> <b>What is the good news Christians believe Jesus brings (Gospel)?</b>	1.1 Who is a Christian and what do they believe? (DDS)  <b>Christians – Good News Natre U14</b> <b>What is the good news Christians believe Jesus brings (Gospel)?</b>	1.2 Who is a Muslim and what do they believe? (DDS) <b>Who is Muslim? Natre U15</b> <b>Who is a Muslim and how do they live? Part 1 (Islam)</b>	1.6 How and why do we celebrate special and sacred times? (DDS) <b>Why does Easter matter to Christians? (Salvation) Natre U16</b>	1.2 Who is a Muslim and what do they believe? (DDS) <b>Who is Muslim? Natre U17</b> <b>Who is a Muslim and how do they live? Part 2 (Islam)</b>	1.8 How should we care for others and the world and why does it matter? (DDS)  <b>How should we care for the world and others and what does it matter? (Thematic) Natre U12</b>

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<b>ICT</b>	<b>Online Safety and Technology Around Us</b> Year 1 teach computing 1. Computer systems and networks - Technology around us	<b>Digital Painting</b> Y1 teach computing 2. Creating media Paintz	<b>Robots</b> Y1/2 teach computing Group with EYFS Programming – moving a robot	<b>Grouping</b> Year 1 purple mash Unit 1.2	<b>Digital Music</b> Y2 teach computing 5. Creating media Chrome music lab	<b>Programming Animations</b> Y1 teach computing Programming B Scratch Jnr
<b>Music</b>	Music express- ourselves animals	Music express- Weather storytime	Music express- Pattern Our land	Music express- Seasons travel	Music express- Number water	Music express- Our school Our bodies
<b>PE</b>	PAS Swimming	PAS Swimming	PAS swimming	PAS swimming	PAS swimming	PAS swimming
<b>PHSE</b>	<b>Online Safety</b> Os1) Screen time and online safety Os2) Personal information	<b>Staying Healthy</b> P1) How do I help my body stay healthy? M1) Where do feelings come from?	<b>Keeping Friendships Healthy</b> Fr1) Who is my friend? Fr3) Should friends tell us what to do?	<b>What Makes a Family?</b> Fa1) Who's in my family?	<b>Keeping Relationships Healthy</b> Fr2) What makes a good friend? Fr4) How do we stop bullying? (focus on physical)	<b>Understanding My feelings</b> M3) What helps me to be happy?
<b>Global Goals</b>	2. Zero Hunger 3. Good Health and Well-being 12. Responsible Consumption and Production	1. No poverty 3. Good Health and Well-Being 6. Clean Water and Sanitation 11. Sustainable Cities and Communities	5. Gender Equality 10. Reduced Inequalities 15. Life on Land	9. Industry, Innovation and Infrastructure 11. Sustainable Cities and Communities 12. Responsible Consumption and Production	8. Decent Work and Economic Growth  9. Industry, Innovation and Infrastructure 11. Sustainable Cities and Communities 15. Life on Land 16. Peace, Justice and Strong Institutions	11. Sustainable Cities and Communities 13. Climate Action 15. Life on Land